

THE

ODP / MAG

minutes from the
May 8th 1981
meeting.

1 June 1981

MEMORANDUM FOR: ODP MAG Members

STAT FROM : [REDACTED]
Executive Secretary, ODP MAG

SUBJECT : Minutes of the 8 May 1981
ODP MAG Meeting

STAT 1. The MAG meeting was called to order at 1000 A.M. by the chairman, [REDACTED]

2. Tom asked MAG representatives to be prepared to discuss the Career Development for Applications, Production and Operations at the June meeting in the [REDACTED]

STAT

3. Notices will be circulated in June for MAG nominations to fill the seven positions that will become open in September.

STAT 4. [REDACTED] said he would like to bring at least one more video tape program to ODP employees working in the Headquarters building before September.

STAT 5. The subject of rotational positions from ODP is of continuing interest. [REDACTED] suggested an open MAG meeting with a qualified speaker on the subject. He also recommended the establishment of an open book of memoranda for the record, where an employee could get a feel for different positions.

6. Last month the question arose concerning the ODP Technical Writers Review of the Career Development Guides of Operations Division and Production Division. The review of these two guides did not suffer a loss in originality or spontaneity due to the rewriting process.

STAT 7. [REDACTED] next discussed competitive ranking with the MAG and several ODP employees who attended this open meeting. Everyone got a chance to ask George a question or two about ranking. Your ranking is used as the primary factor in determining whether or not you will be promoted.

The ranking is done by a panel composed of Division and Staff Chiefs. There are four panels:

1. Applications
2. Processing
3. Management & Administrative
4. Special Projects

The panels discuss the case of each employee individually, pointing out his or her strengths and weaknesses in job performance. Where a difference of opinion occurs between members of a panel, the supervisor closest to the employee has the most say. Eventually each employee is rated on 13 factors (see attached sheet) the most important being:

1. Productivity
2. Initiative/Responsibility

Each factor is assigned points based on a scale of 1-9. Most people receive a point spread between 4-8.

After the panel has reached a consensus score for each of the 13 factors for each employee being evaluated the points are added up resulting in a final score for each employee.

Next the scores are ordered and the employees ranked into four groups. e.g.:

I			II		III		IV
110	107	104	91	85	78	65	40
1	2	3	4	5	6	7	8

The following is a paraphrase summary of the meaning of each category. A more complete description can be found in the CIA Personnel Management Handbook (published May 81) on Page 7.

- I. Exceptional--high potential, most eligible for promotion.
- II. Above average--good potential, still eligible for promotion.
- III. Average--there is a question whether the employee has potential for growth, promotion not likely.
- IV. Below average--performance deficiency interfering with potential, counseling required.

The final ordering of employees is alphabetical within each category. No record of ordinal ranking, i.e.: first, second, third, etc., is made by panels.

Employees who find themselves in the top two categories could be eligible for promotion depending on the job position they are holding and time in grade since the last promotion (certain minimums have been set for each grade).

Promotions are awarded twice a year for each grade. The ranking and categorizing are done once a year and reviewed after six months to make sure they are still valid.

To find what category you are in, ask your division chief or call the ODP/Personnel Officer on extension [redacted]

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8. The next MAG meeting will be Thursday, 18 June, at 1000, [redacted] room 3D41.

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att: a/s

ODP COMPETITIVE EVALUATION FACTORS

Instructions: Below are listed 13 rating factors to be used in evaluating the employees on the attached worksheet. The rater must assign each factor a score from 1 to 9 points. Each rating factor has descriptive sentences with assigned values in ascending order. Odd ratings of 1, 3, 5, 7 and 9 may be used to provide a wider scale where the evaluation varies slightly from the descriptive sentence.

1. EXPERIENCE/VERSATILITY: The range and variety of knowledge and skills an individual has gained from past assignments and ability to perform in a variety of new assignments.
 - 2 Individual is still in the process of learning present duties with limited ability to assume additional duties.
 - 4 Has performed successfully in several assignments and has ability to perform in new fields of activity.
 - 6 Has good knowledge of past and present assignments, is capable of handling a variety of new assignments, and willingly accepts changes in assignments.
 - 8 Has excellent depth of knowledge and ability to handle a wide variety of assignments both in his specialized area and other fields. Actively seeks new assignments to help the organization.
2. PRODUCTIVITY: The manner in which an individual completes assignments.
 - 2 Completes assignments reasonably close to deadlines, but not without considerable guidance.
 - 4 Completes assignments within deadlines but could show more quality in products.
 - 6 Completes assignments within deadlines. Products reflect satisfactory level of quality.
 - 8 Completes assignments in advance of deadlines and looks for additional work. Products reflect a high level of quality.
3. JUDGMENT: The degree to which an individual demonstrates good judgment in making sound recommendations and effective decisions.
 - 2 Prefers to follow strict guidelines previously set or to defer to the judgment of others.
 - 4 Has good judgment, but hesitates to make decisions.
 - 6 Generally makes decisions that are sound and appropriate to area of responsibility.
 - 8 Can be relied upon completely to exercise sound judgment in almost any situation.

4. CREATIVITY/INNOVATION: The degree to which the individual identifies, develops and expresses innovative alternatives and solutions to problems.
 - 2 Depends on and accepts the ideas of others.
 - 4 Generally uses the established approach to most problems but makes an occasional suggestion for change.
 - 6 Often applies original and innovative techniques to solve problems.
 - 8 Is exceptionally resourceful and imaginative. Carries ideas through to completion.
5. INITIATIVE/RESPONSIBILITY: The readiness with which an individual identifies a need, organizes, devises and undertakes action.
 - 2 Has little sense of responsibility.
 - 4 Accepts responsibility when clearly identified by others.
 - 6 Recognizes normal responsibility and undertakes appropriate actions without being prodded by others.
 - 8 Is an effective organizer and continually seeks additional responsibility.
6. SELF-EXPRESSION: The effectiveness of the individual in oral and written communication.
 - 2 Has limited ability for written and/or oral communications.
 - 4 Has acceptable ability for written and/or oral communications, but usually requires some assistance.
 - 6 Communicates in an effective manner either orally or in writing.
 - 8 Written and oral presentations are especially clear, concise, logical, and thorough.
- 7. LEADERSHIP: The degree to which an individual influences, inspires or motivates others in the successful achievements of tasks or activities.
 - 2 Has limited capability or desire to influence or motivate others.
 - 4 Has moderate success influencing and motivating others.
 - 6 Is very successful influencing and motivating others.
 - 8 A highly effective leader recognized by subordinates, peers, and superiors for ability to influence and motivate people in complex situations.
8. INTERPERSONAL RELATIONSHIPS: The degree to which the individual successfully relates to and works with subordinates, peers, supervisors and counterparts in other organizations.
 - 2 Relates better to the work at hand than to other people.
 - 4 Usually gets along reasonably well with others.
 - 6 Is aware of the concerns of others and relates very well in most situations.
 - 8 Is exceptionally alert to interpersonal relationships and is very effective in dealing with others.

9. ~~SEL Approved For Release 2005/08/22 G CIA-RDP83T00573R000200090023-9~~ the individual has shown interest in intellectual and professional growth through education, training and experience.

- 2 Shows no initiative to improve intellectual and professional growth, but does take training suggested by supervisors.
- 4 Has made minimal effort to acquire additional training and experience.
- 6 Has made substantial effort for self-improvement through training and experience.
- 8 Has made an exceptional effort to improve knowledge and experience through a wide variety of training and special assignments.

10. MOBILITY: The availability and willingness to accept a reassignment--intraoffice, rotational, or overseas.

- 2 Individual finds present surroundings as most acceptable for the present and the future.
- 4 Individual proclaims an interest for varied assignments but cannot or is unwilling to accept reassignment at this time because of personal preference.
- 6 Willing and available for relocation to other areas; however, has some limitations because of legitimate medical, education, or experience considerations.
- 8 Has demonstrated willingness and availability to serve anywhere, anytime to satisfy the needs of the Career Service.

11. DEDICATION: The level of the individual's commitment to the tasks at hand.

- 2 Waits for direction, easily distracted or discouraged, needs constant prodding to complete tasks.
- 4 Shows some dedication but needs moderate reminders to focus attention on priority tasks.
- 6 Demonstrates a satisfactory level of dedication, not easily discouraged or distracted.
- 8 Exceptionally dedicated employee, a real self starter who overcomes obstacles and opposition to complete tasks.

12. POTENTIAL: The capacity for further development and advancement.

- 2 Has grown to full potential; further advancement unlikely.
- 4 Has capacity for a measured amount of growth; some advancement likely in time.
- 6 Has considerable capacity for further growth beyond present level; excellent potential for advancement within next year or two.
- 8 Has an excellent capacity for growth and development for advancement through next several grades or to executive level.

13. SKILLS/TECHNICAL ABILITY: The degree to which an individual has mastered and keeps abreast of the knowledge and skills required by the career service.
- 2 Lacks some basic technical knowledge or skills required by the job at current grade.
 - 4 Has the basic technical knowledge and skills required by the job at current grade.
 - 6 Has technical knowledge and skills beyond requirement of the job at current grade.
 - 8 Has exceptional technical knowledge and skills--a recognized expert.

SECTION E

PERFORMANCE APPRAISAL DEFINITIONS

Individual Duty

Overall Performance

1. Individual consistently fails to meet the established work standards for the duty or task performed. Performance is unsatisfactory.
2. Individual frequently fails to meet the work standard for the duty or task performed. Performance is marginal.
3. Individual occasionally fails to meet the work standard for the duty or task performed. Performance is acceptable.
4. Individual fully meets the work standards for the duty or task performed.
5. Individual occasionally exceeds the established work standard for the duty or task performed. Performance is good.
6. Individual frequently exceeds the established work standard for the duty or task performed. Performance is excellent.
7. Individual invariably exceeds the established work standard for the duty or task performed. Performance is superior.

Performance does not meet all established work standards for the position and specifically demonstrates the individual's failure to meet one or more important job requirements (e.g., doesn't complete work; lacks the necessary knowledge, skill, or ability to do the job properly). Performance is unsatisfactory.

Performance frequently does not meet all established work standards for the position and reflects a significant problem relating to the individual's suitability for continued assignment in the job (e.g., seldom completes work assignments without strong support; work products or services are often faulty and incomplete). Performance is marginal.

Performance generally meets established work standards for the position but characteristically needs improvement in a specific area or on occasion falls somewhat short of satisfying all job requirements (e.g., inconsistent work effort in meeting deadlines; quality of work product or service sometimes needs to be improved). Performance is acceptable.

Performance meets all established work standards for the position and attests to a satisfactory level of job-related knowledge, skill or ability (e.g., does what is expected; reliable and dependable, a typical performer).

Performance occasionally exceeds established work standards for the position and is generally of higher quality than is required to do the job satisfactorily (e.g., generally produces a better than average product or service; reveals a good level of knowledge, ability and skill in satisfying work requirements). Performance is good.

Performance frequently exceeds established work standards for the position and shows that the individual's level of job-related knowledge, skill, and ability is highly developed (e.g., functions with ease in satisfying work requirements, producing a high-quality product or service). Performance is excellent.

Performance invariably exceeds established work standards for the position, and is characterized by extraordinary proficiency suggestive of one expert at doing the job (e.g., highly efficient performer, one who demonstrates impressive knowledge, skill and ability in his or her work performance). Performance is superior.

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DESCRIPTORS FOR COMPARATIVE EVALUATION

Comparative evaluation assists in determining the value of an employee, at a given time, to the Agency. In placing an employee in a comparative evaluation category, Career Service Boards and Sub-group panels should weigh all aspects of an individual's record of performance, growth of skills and experiences, demonstrated potential, evidence of capability, degree of flexibility for other assignments and consideration of the individual's personal elections (e.g., not interested in a change of assignment, etc.). Comparative evaluation categories assist management in decisions affecting such different personnel actions as assignments, internal and external training, counseling, promotion to the next higher grade, and, if necessary, adverse actions such as downgrading or involuntary separations.

Career Service Boards and sub-group panels will at least annually comparatively evaluate all employees in the same grade and, where appropriate, in the same function. Reasons for placing an employee in Category IV must be given to the Head of the Career Service along with a recommendation for remedial action. Heads of Career Services are responsible for assisting employees in moving from this category through counseling, arranging remedial training, effecting reassignments, downgrading or involuntary separation. At the completion of each comparative evaluation, the Head of the Career Service will advise the Director of Personnel Policy, Planning, and Management of employees placed in Category IV, the career service action planned for each individual and will provide an annual follow-up report.

These are employees whose personal history and work performance clearly suggest a high degree of potential for rapid career growth into positions of increasingly greater responsibility. Employees in this category are judged to possess experience, knowledge, and talents which are presently clearly exceptional in comparison with their peers. Career actions should reflect this evaluation through enhancing employee's talents and exploiting their potential.

Category II

These are employees whose personal history and work performance indicate the capability to assume greater responsibilities. Employees in this category are evaluated as presently displaying talent as well as potential for advancement. Career actions should enhance employees' skills and further develop their potential.

Category III

These are employees whose personal history and work performance tend to show they presently are close to realizing or have realized their potential. Some employees in this category may be capable of performing successfully at a higher level of responsibility and some may not. Many employees in this category are providing valuable services in their present assignment, and lateral assignments may not contribute much toward enhancing their talents or their value to the Agency. In these cases career actions should provide for their continued work satisfaction. Career actions for others in this category should provide the opportunity for revealing possible further potential.

Category IV

These are employees whose overall work performance reflects a specific deficiency in, or inability to meet, important aspects of work requirements which unduly limits their value in their assignment or current career area. Employees in this category may have potential for growth, but their deficiencies are such as to interfere with or preclude improved performance in the current assignment or further development in the career area. These employees will be advised of their deficiencies and placement in this category. Counseling or remedial training is to be provided. Career actions will be taken to establish whether the talents of some of these employees can be utilized or potential realized in another career function or service within the Agency. The deficiencies in work performance or behavior of some employees in this category may require their reassignment, demotion or separation.

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